Statement on Student Wellness: Student wellness shall be our utmost priority. If in any case a course requirement will impact the health of a student, he or she must inform the teacher immediately.

Advising and Support: Consultation schedule for this course is as follow:

Onsite: Wednesday   9:00 – 11:00AM,   Thursday and Friday 8:30 – 9:30AM

Caveat: Issues and matters not stated in this syllabus that are important for this course should be consulted with the course Instructor.

Prepared by:	Reviewed by:	Approved:
MA. CRISTINA A. ABAÑO	MA. SALESTE D. SAN PABLO, MAED	MARY JOY B. CATANGUI, Ed.D.
Instructor I	Department Chair	Dean
Date: August 10, 2022	8/10/2022	

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Course Policies:

Ethical Policies: Students are expected to act with decorum in communicating with the teacher and classmates either one-on-one or in the discussion boards. Proper netiquette is expected. For more information, see https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/

Academic Integrity Policy: Plagiarism shall not be tolerated. Students caught/found submitting papers copied from others and presenting them as their own shall be given a failing grade. For more information, see: https://www.plagiarism.org/article/what-is-plagiarism

Policies on Absences and Tardiness: As we are currently using the distance mode of education, there are no physical classes unless the university administration finds it safe already to have classroom lectures. For the meantime, we shall study asynchronously so attendance will not be taken. However, there shall be point deductions for tardy submissions of requirements.

Language of Instruction: Given the nature of our course, the language of instruction is both English and Filipino. Bikol is discouraged because students come from various provinces with different/distinct dialects.

Use of the Learning Management System: The Bicol University Learning Management System (BU-LMS) will be used as the primary Course Site for this course. However, a parallel Google Classroom will also be used for those with difficulty accessing the BU-LMS. Here is the link for the courses:

BU-LMS: **bulms.bicol-u.edu.ph**   **Google Classroom Code**: https://classroom.google.com/c/NTI3OTQ1NTQ3NDY1

For students with zero internet connectivity, communications will via phone and submissions will be through Mail or Drop Box.

Use of Mobile Phones and Gadgets: Since we are using the blended mode of learning, students are expected to have the necessary gadgets to access course materials. They shall inform the teacher if they have problems accessing the course site.

Special/Make-Up Quiz/Examinations/Work: Special examinations will be given on a case-to-case basis. Students shall inform the teacher if they cannot submit the requirements on time.

Accommodations: Since the entire world is dealing with a pandemic, accommodation shall be extended to those who may not be able to access the course site regularly or submit requirements on time. Students should contact the teacher for specific concerns that may affect their academic performance.

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Course Assessment:

BU Grading System

Midterm/Tentative Final Grade:

Class Standing/Participation	25%
Quizzes/Activities/Written Outputs	25%
Projects	20%
Major Exam	30%
	100%

System of Computing Grades:

Final Grade = 50% (Midterm) + 50% (Tent. Final)

References:

Required Readings:

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Biggs, J. (2014). Constructive Alignment in University
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Pugach, M. (2009). Because teaching matters: An introduction to the profession. USA: John Wiley & Sons, Inc

Further Readings:

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Keser, H. & Ozcan, D. (2011). Current trends in educational technologies studies presented in World Conferences on Educational Sciences. Retrieved from:
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        http://www.punyamishra.com/wp-content/uploads/2013/08/TPACKhandbookchapter-2013.pdf
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	The Problem-Based projects or Project-Based Project L. Technology Tools for Collaborative Work, e.g. 1.Google drive 2.Edmodo 3.Bubbl.us 4.Wikispaces 5.Others				a collection of educational Sites Rating scales on the practicum accomplished Reflection on joining expert learning communities	
	Midterm Examination	Summative test			Pen and Paper Test	2.0 hrs.
	Final Examination	Summative test			Pen and Paper Test	2.0 hrs.
					Total No. of Hours	54.0 hrs

Note: *This course syllabus provides flexibility to serve the educational needs of the students and considering the disruptions of classes due to school activities, power interruptions, slow or intermittent or no internet connections, natural calamities, transportation strikes and special holidays and the like.*

Course Requirements:

Type of Requirements	Specific Requirements	Modality of Submission	Due Date
Tests and Examinations	Quiz (Assessment Tasks)	Onsite (Face-to-face)	Every 2nd/ 4th week of the month
	Midterm Examination	Onsite (Face-to-face)	October 13-15, 2022
	Final Examination	Onsite (Face-to-face)	December 15-17, 2022
Written Work	Technical Reports	Online (via Google classroom/BULMS)	At the end of the semester
	Activities	Online (via Google classroom/BULMS)	At the end of the semester
Outputs/Homework	Answer to Discussion Questions	Online (via Google classroom/BULMS)	Every 2nd/ 4th week of the month
Class Participation	Participation in the discussion forum	Onsite/Online (via Google classroom/BULMS)	Every 2nd / 4th week of the month
Report/Presentation	Video Presentation	Onsite/Online (via Google classroom/BULMS)	Every 2nd / 4th week of the month

(Faculty will replace or remove or add entries in the table as applicable in the course.)
Note: *Instructional delivery and assessment tasks may vary or alter depending on changes in BU Guidelines and National health Policy.*
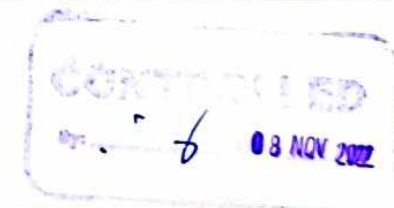

Property Rights (IPR) in the educational setting:
 	
c. enumerate digital safety policies, guidelines and procedures that ensure child online safety and prevent cyberbullying;
 	
d. discuss safety rules in obtaining resource materials from local area network-based and the internet;
 	
e. describe the community of learners as netizens who share and utilize digital materials; and
 	
f. practice standard netiquette to share and utilize digital materials as a positive use of technology.
	of Technology Tools and Resources by Teachers
	C. Intellectual Property Rights (IPR) Applicable to the Educational Setting: Copyright and related Rights Copyright Law
	D. Digital Safety Rules
	  1. Rule 1: Research before you register
	  2. Rule 2: Discriminate
	  3. Rule 3: Think before typing
	  4. Rule 4: Require ID
	  5. Rule 5: Trust your gut
	E. Cyber bullying
	F. Netizens in Cyberspace: Active Citizenship
	G. Netiquette (social conventions online)
	H. Educational Sites and Portals
	I. Online Communities of Learning e.g.
	  1. Facebook
	  2. Twitter
	  3. Instagram
	  4. Webinar
	J. Online Resources e.g.
	  1. Opensource
	  2. Multimedia resources; video sites
	  3. Finding images
	  4. Music and audio; webcasts
	  5. Locate web sources by topic
	  6. Others
	K. Collaborative projects i.e.
		Onsite face-to-face classes		*tools.* PSTs will design, develop, select and demonstrate positive use of ICT resources and assessment tools to address learning goals.
				
				Written exam on the elements of digital citizenship
				
				Rubrics assessing research outputs on social, ethical and legal responsibilities in the use of technology
				
				Class formulated Guide on Digital Safety Rules
				
				Making of Posters and digital campaign materials
				Role playing on how to support school learners as part of a learning community
				
				Rubrics assessing behavior in social media sites
				Pencil and paper Test
				
				The pre-service teachers will compile

	And other considerations: Environmental factors, dynamic variables (e.g size of class, attitudes, etc.)					
At the end of the unit, the pre-service teacher (PST) can: a. formulate teaching-learning experiences and assessment tasks using appropriate and innovative technologies; and b. evaluate the appropriateness of assessment tools using ICT resources to address learning goals.	**Unit 5 – Innovative Technologies for Teaching-Learning and Assessment Task** • ICT and Assessment in Learning - Assessment Tools • Tools in evaluating appropriate assessment tools (ex. Checklist, rating scale) Technology-Enhanced Lesson using the ASSURE as Technology-Integration Model	Distance Learning (Synchronous/ Asynchronous) *Onsite face-to-face classes*	Printable and Downloadable Course Modules Google Classroom Internet connectivity Videos in YouTube	With 80% proficiency level, students are able to effectively evaluate and characterize igital and non-digital educational resources	*Reporting and feed backing of their research outputs/findings* on examples of technology-assisted tools in assessment in learning *Workshop Output: Tools used to evaluate assessment tools.* PSTs will design, develop, select and demonstrate positive use of ICT resources and assessment tools to address learning goals.	6.0 hrs
At the end of the unit, the pre-service teacher (PST) can: a. show, give examples, observe and demonstrate social, ethical and legal responsibility in the use of technology tools and resources; b. identify examples of compliance of Intellectual	**Unit 6 – Social, Ethical and Legal Responsibilities in the Use of Technology Tools and Resources** A. Digital Citizenship 1. Nine Elements of Digital Citizenship B. Social, Ethical and Legal Responsibilities in the Use	Distance Learning (Synchronous/ Asynchronous)	Printable and Downloadable Course Modules Google Classroom Internet connectivity Videos in YouTube	With 80% proficiency level, students are able to effectively identify and practice digital etiquette and cyber responsibility	*Reporting and feed backing of their research outputs/findings* on examples of technology-assisted tools in assessment in learning *Workshop Output: Tools used to evaluate assessment*	11.0 hrs

| teaching and learning process, and on its relevance and appropriateness | Learning
1. Digital Learning Resources
  - Google docs
  - Survey Monkey
  - Others
2. Conventional Learning Resources
  - Flip cards
  - Realia
  - Others

E. **Distance Learning**
1. Types of Online Distance Learning
  - Synchronous
  - Asynchronous
F. **Technology Tools in a Collaborative Classroom Environment**

G. **Relevance and Appropriateness in the Use of Technology in Teaching and Learning**

1. Principles in Selecting Instructional Materials based on their:
  - Appropriateness and Feasibility.
  - Appropriateness (Target Learners and Instruction)
  - Authenticity (Dependable)
  - Interest
  - Cost (Economy)
  - Organization and Balance | | | | achieve learning goals. Demonstration guide will be used.

Presentation of selected instructional media appropriate for teaching and learning context.

KWL CHART
  - **What I Know**
  - **What I Want to Know**
  - **What I Learned**

Checklist Paper and Pencil Test on the types and use of technology tools in a collaborative classroom environment. |

b. show skills in using, designing, developing and delivering a technology-driven lesson that incorporates the positive use of ICT.	the Conventional Technology and the Innovative and Emerging Technology for Teaching) 2. TPACK (Technology, Pedagogy and Content Knowledge) 3. ASSURE Model (Analyze Learners, State Methods, Media, & Materials, Utilize Media & Materials, Require Learner Participation, Evaluate and Revise)	Onsite face-to-face classes		of learning lessons with technology	**Restricted Essay** The pre-service teachers, *in small* groups, will create and deliver their own **ASSURE lesson**. Checklist on the Elements included in a lesson using the ASSURE Model and the rating scale will be used.	
At the end of the unit, the pre-service teacher (PST) can: a. show skills in the positive use of media and technology in various content areas; b. introduce sample technology- enhanced lessons to support learning; c. select ICT and conventional learning materials designed to enhance teaching-learning; d. describe flexible learning environments that enhance collaboration with the positive use of technology tools; e. reflect on the use of technology in facilitating and improving the	**Unit 4 – ICT in Various Content Areas** A. **21st Century Literacy Skills** 1. Digital Literacy Skills - Media - Information - ICT literacy B. **Instructional Design Models** 1. Gagne's Nine Events 2. Bloom's Revised Taxonomy 3. ADDIE 4. Merill's Principles of Instruction C. **Technology Enhanced Teaching Lesson Exemplars** D. **ICT and Conventional Learning Materials to Enhance Teaching and**	Distance Learning (Synchronous/ Asynchronous) Onsite face-to-face classes	Printable and Downloadable Course Modules Google Classroom Internet connectivity Videos in YouTube	With 80% proficiency level, students are able to describe and select various technology and media tools that enhance the teaching-learning process	**Oral examination** on the 21st Century-Digital Literacy skills Lesson exemplar analysis output *After analyzing a lesson exemplar, the pre-service teachers will* **demonstrate a sample technology-enhanced lesson showing skills in the positive use of technology in** teaching and learning resources to	8.0 hrs

classroom practices; b. describe the implementation of ICT laws, policies and regulations in teaching-learning; and c. identify ICT laws, policies and regulations that are incorporated into the design and implementation of teaching- learning activities to promote learner achievement and provide safe and secure learning environments.	Applicable to Teaching and Learning B. Safety Issues in ICT: Policies, Guidelines and Procedures C. Uses of ICT Policies in Teaching and Learning in Basic Education	Onsite face-to-face classes	Videos in YouTube And other video platforms	and implementation of teaching-learning activities	Posting of comments on ICT Policies in Freedom Wall/Blog **Checklist** on practices *that address safety Issues cross referenced to national and international ICT laws, policies, regulations and procedures* Pre-service teachers' written description and opinions on their newly crafted ICT classroom policies, highlighting their knowledge on how the policies uphold the positive use of ICT to promote learner achievement and provide a safe and secure learning environment	
At the end of the unit, the pre-service teacher (PST) can: a. identify the learning principles and theories that are applied in the use and design of learning lessons with technology; and	Unit 3 – Theories and Principles in the Use and Design of Technology Driven Learning Lessons A. Learning Theories and Principles in: 1. Dale's Cone of Experience (with equal attention given to both	Distance Learning (Synchronous/ Asynchronous)	Printable and Downloadable Course Modules Google Classroom Internet connectivity Videos in YouTube	With 80% proficiency level, students are able to show and identify the learning principles and theories that are applied in the use and design	**Reflection** on active learning with teacher-led discussion on Dale's Cones of Experience posted on the online blog/'Classroom-made twitter	10 hrs

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	Quality Policy GAD Grading Importance of the course in the profession	BU website: http://bicol-u.edu.ph/bu/index.php Slides		College and department.		
At the end of the unit, the pre-service teacher (PST) can: a. define basic concepts in understanding ICT in education.	**Unit 1 – Introduction to Technology for Teaching and Learning** A. **Basic Concepts to be defined:** 1. Technology 2. Information and Communication 3. Educational Technology 4. Technology, Media, and Learning 5. Instructional System and Instructional Technology 6. Technology Tools B. **Roles of ICT in Teaching and Learning**	Distance Learning (Synchronous/ Asynchronous) Onsite face-to-face classes	Printable and Downloadable Course Modules Google Classroom Internet connectivity Videos in YouTube	With 80% proficiency level, the students are able to define basic concepts in understanding ICT in education	Use rating scale for the concept map developed by each group. Pen and Paper test on the basic concepts of ICT in education	6.0 hours
At the end of the unit, the pre-service teacher (PST) can: a. enumerate the national ICT laws, policies and regulations affecting	**Unit 2 – ICT Policies and Safety Issues in Teaching and Learning** A. **National and International ICT Laws, Policies and Regulations that are**	Distance Learning (Synchronous/ Asynchronous) Google Classroom Internet connectivity	Printable and Downloadable Course Modules	With 80% proficiency level, the students are able to identify ICT laws, policies and regulations that are incorporated into the design	**Summative quizzes** on ICT laws, policies and regulations, and safety issues in teaching and learning	6.0 hrs
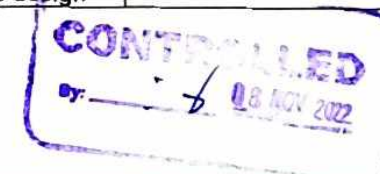
4. Practice professional and ethical teaching standards sensitive to the changing local, national and global realities

Course Description:

This is an introductory course that explores and teaches basic knowledge, skills and values in the positive use of technology (ICT) for teaching and learning. It shall include ICT laws, policies and regulations, safety issues, media and technology in various content areas, learning theories and principles in the use and design of a variety of learning lessons, teaching-learning experiences, creating a safe and secure learning environment, assessment tasks that utilize appropriate traditional and innovative technologies, and reflection on the use of ICT to improve the teaching and learning process. Social, ethical and legal responsibility in the use of technology tools and resources shall also be addressed.
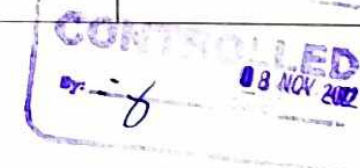
Course Learning Outcomes:

Course Learning Outcomes	P1	P2	P3	P4
A. demonstrate understanding of the concepts, principles, theories of ICT systems and policies as they apply to and affect the teaching and learning process in various content areas;	P	P	P	D
B. reflect on the use of technology in facilitating and improving the teaching and learning process; and	D	D	D	D
C. design and evaluate assessment tasks using appropriate and innovative technologies.	P	P	P	P

Legend: I - Introduced concepts/principles; P - Practice with supervision; D - Demonstrated across different settings with minimal supervision

Course Outline:

Specific Learning Outcomes	Learning Content	Instructional Delivery	Instructional Resources	Performance Standard	Assessment Tasks/Outputs	Time Allotment
At the end of the lesson the students will be able to:				At the end of the course, at least 80% of the time, the students will be able to:	At the end of the lesson the students will be able to:	
Demonstrate Awareness of BUPC's VMGO, BU Quality Policy and Course Content Relate the VMGO, Quality policy and the four Pillars of the University with the course	Class mobilization and Organization Contacting Students Finalization of list of enrolment Orientation Course overview, Expectations and Requirements VMGO	Distance Learning (Synchronous/ Asynchronous)	Student Handbook Course Syllabus	100% of the students will be able to determine the Vision, Mission, Goals & Objectives of the University,		3.0 hrs.

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		Course Code and Title:	EDUC 10: TECHNOLOGY FOR TEACHING AND LEARNING 1		
	BICOL UNIVERSITY Legazpi City	Term	1st Semester SY 2022-2023	Class Schedule	T 2:30-5:30
		Revision Date	August 5, 2022	Co-Requisite/s	none
		Credit	3 Units	Pre-Requisite/s	none
		Course Placement	BSED – Mathematics, Third Year	Type of course	Professional Education
College:	POLANGUI CAMPUS	Faculty	Ma. Cristina A. Abaño	Consultation Hours	W 9:00 – 11:00 Th & F 8:30 – 9:30
Department:	TEACHER EDUCATION	Contact Details	mcmantonio@bicol-u.edu.ph	Dean/Director	Mary Joy B. Catangui, Ed.D.
Program:	Bachelor of Secondary Education Major in Mathematics	Department Chair	Ma. Saleste D. San Pablo, MAED		
Vision	A world-class university producing leaders and change agents for social transformation and development	Core Values	Scholarship, Leadership, Character, Service		
Mission	Give professional and technical training, and provide advanced and specialized instruction in literature, philosophy, the sciences, and arts besides providing for the promotion of scientific and technological researches (RA5521, Section 3.0)	Quality Policy	Bicol University commits to continually strive for excellence in instruction, research and extension by meeting the highest level of clientele satisfaction and adhering to quality standards and applicable statutory and regulatory requirements		

Institutional Learning Outcomes:

Every BU graduate should:

1. Demonstrate critical thinking and integrative skills to solve problems and to support lifelong learning;
2. Communicate effectively and appropriately orally and in writing for various purposes with the responsible use ICT tools;
3. Collaborate with diverse people ethically and with mastery of knowledge and skills in given disciplines; and
4. Create knowledge and innovation to promote inclusive development as well as globalization.

Program Learning Outcomes:

1. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environment,
2. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners
3. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices
4. Practice professional and ethical teaching standards sensitive to the changing local, national and global realities